

**Fordham University
Graduate School of Education
Division of Curriculum and Teaching
Lincoln Center Campus
Fall Semester - 2013**

**CTGE 5534-L04
Beginning Reading and Writing in Inclusive Classrooms**

Daily Schedule of Course Topics, Readings, Assessments, and Tasks:

Week 12 – “On-line” (Make-up for November 28th and in lieu of Friday, December 6th)

- Topics: Writing/Handwriting
- Reading: (30 pages total)
 - Cecil, “Chapter 9 – Writing-Reading Connections: Reciprocal Paths to Literacy” (26 pages)
 - Spear-Swerling, L. (2006). The importance of teaching handwriting. Retrieved from <http://www.readingrockets.org/article/27888/> (four pages)
- Tasks:
 - BEFORE YOU LEAVE YOUR SCHOOL FOR THE THANKSGIVING RECESS:
 - Obtain a writing sample (personal narrative) from your focus student. See the week’s assessment PowerPoint presentation for more on this.
 - Observe a primary classroom for 10 to 15 minutes with a focus on writing instruction. What are you seeing and hearing? Record low-inference notes as well as your thoughts and feelings in connection with what you have seen and heard.
 - Analyze the writing sample as directed in the week’s assessment PowerPoint presentation.
 - Begin to work on your second instructional experience assignment, which is due December 12th.
 - Continue to update your “Focus Student Summary” and begin to work on your “Letter” assignment, which is due December 19th.
- Response Blog – Assignment #10:
 - YOUR “ENHANCED” RESPONSE BLOG WORK WILL SUBSTITUTE FOR OUR IN-CLASS MEETING. THEREFORE, IT MUST BE DONE NO LATER THAN SUNDAY, DECEMBER 1ST AT 11:59 P.M. IN ORDER FOR YOU TO RECEIVE ATTENDANCE CREDIT.
 - Respond to a classmate’s ninth blog post (respond to a post at a blog you have yet to visit).
 - Post two new entries:
 - The first entry will be about the above observations along with the week’s readings. Write about what you saw and heard. In addition, expand the post by connecting what you observed with what you read about for this week’s topics.

- The second entry will be about your focus student's writing sample. Summarize what your student wrote about. Next, share the analysis of it that you completed as per the directions above. Finally, relate the sample to the other assessment and instructional work that you have done with this student thus far this term, using some or all of the following questions: What connections can you draw? What similarities/differences exist? What is surprising to you? What questions do you have?